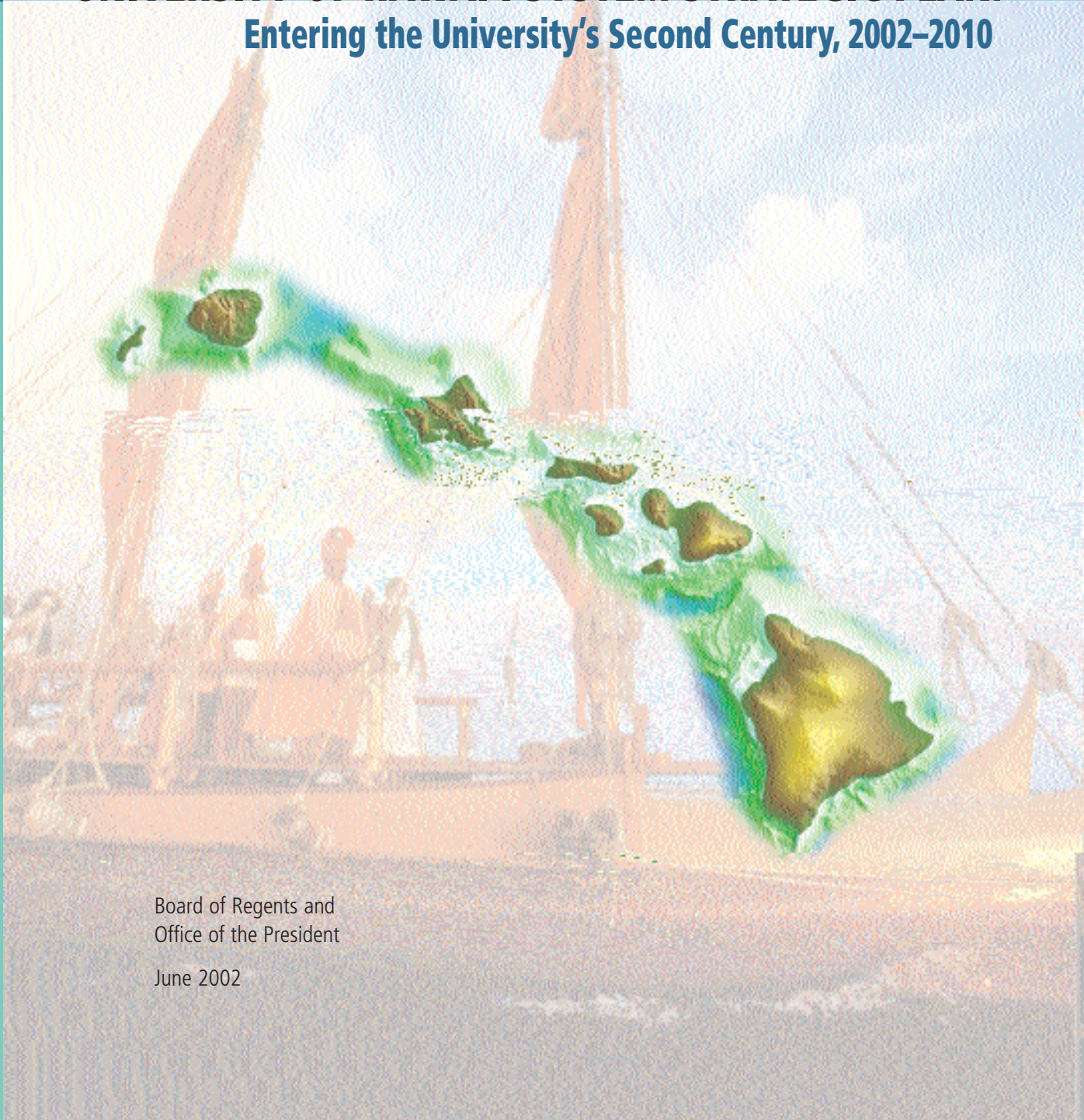


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INTELLECTUAL RIGOR/INTEGRITY/SERVICE/ACCESS/EXCELLENCE/DIVERSITY

UNIVERSITY OF HAWAI'I SYSTEM STRATEGIC PLAN:

Entering the University's Second Century, 2002–2010



Board of Regents and
Office of the President

June 2002

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July 2002

Dear Colleagues and Friends of the University of Hawai'i

I am pleased to share with you the University of Hawai'i System Strategic Plan: Entering The University's Second Century, 2002–2010. This plan sets the University of Hawai'i system on course to celebrate its centennial in the year 2007 and enter its second century. Our vision is challenging and our challenges will stretch us, but we will move forward together.

Our plan is the result of visionary leadership by our faculty, students, staff, alumni, regents, and friends of this University system. It is predicated on native Hawaiian values and embraces three fundamental strategic imperatives:

- The quality of life and improvement in the social, economic, and environmental well-being of current and future Hawai'i generations are critically dependent on the education, training, research, and service provided by the University of Hawai'i System.
- Positioning and branding the unique and special strengths of the University of Hawai'i system and successfully communicating these strengths are essential to the vision of a University of Hawai'i system that is respected in Hawai'i and recognized for unique excellence throughout the world.
- Access to public higher education is critical to the future economic health of Hawai'i, and public financial support is essential to keeping access affordable.

To advance these imperatives and to better serve internal and external constituencies and stakeholders, the University system will advance key strategic goals over the next five to eight years:

- Educational effectiveness and student success
- A learning, research, and service network
- A model local, regional, and global University
- Investment in faculty, staff, students, and their environment
- Resources and stewardship

Within the framework of these system goals, the University of Hawai'i system of campuses commits to an agenda for the future that leads to measurable improvements in student preparation, participation, and performance. Initiated by the objectives and action strategies of this plan, we will work together to secure benefits for Hawai'i resulting from excellence in instruction, research, and service. Our agenda will include:

- Working with the K–12 sector to prepare a broader spectrum of the Hawai'i secondary school population for college-level work.
- Engaging more students, both young and adult, not only in postsecondary education but also in a learning society.
- Supporting and demanding top performance of enrolled students—more students will advance and attain their educational objectives.
- Preparing more citizens to enter the workforce in a knowledge/technology-based economy.
- Expanding the instructional, research, and service benefits for Hawai'i that result from the University's engagement in select fields at the highest level in the global knowledge network and in the transformation of Hawai'i's economy and quality of life.

In return for these commitments, the University of Hawai'i system will seek significant public and private investment in improved funding over the next three to eight years. The University will work to develop revenue streams and investment funds to support the primary lines of work of the community colleges, baccalaureate campuses, and the research university. Priorities for investment strategies will include but not be limited to: faculty salaries and support; marketing and enrollment management; information technology and library support; repairs and maintenance; capital improvements; and program initiatives.

This strategic plan will change and evolve in response to changes in our environment, whether resulting from our own collective actions or compelling events in our surrounding world. However, this plan is the template that will guide us.

Evan S. Dobbelle
President
University of Hawai'i



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ENTERING A SECOND CENTURY

THE VISION

In ancient Hawai'i, **ahupua'a** were sections of land that extended from the mountain summits down through fertile valleys to the outer edge of the reef and into the deep sea. The konohiki, or caretakers, managed the land and consulted with kahunas who were experts in different specialties. Within the ahupua'a, a wise conservation system was practiced to prevent exploitation of the land and sea, while allowing the people to use what they needed for sustenance.

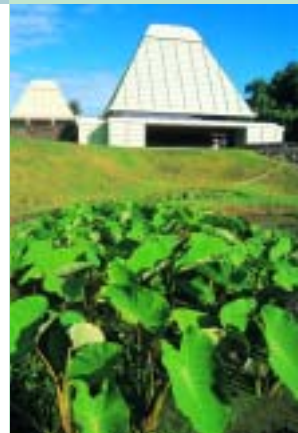
The ahupua'a contained nearly everything Hawaiians required for survival. Fresh water was managed carefully for drinking, bathing, and irrigation of wet land taro. Wild and cultivated plants provided food, clothing, shelter, household goods, canoes, weapons, and countless other products. Land and sea creatures offered food, bones, teeth, skin, and feathers for tools, crafts, and ornamentation.

Since Hawaiians viewed the land as a sacred ancestor—the earth mother Papahānaumoku—they were expected to share resources and care for one another as one family. Living in harmony with the land was the Hawaiian way. As non-natives arrived in Hawai'i, many began to share in the Native Hawaiian reverence for the land. Now all who live in the incredible beauty of Hawai'i share a kuleana, or responsibility, to care for the land as a sacred trust.

The University of Hawai'i system of public higher education embraces the Native Hawaiian reverence for the land and the ahupua'a practice of sharing diverse but finite resources for the benefit of all.

Just as the Hawaiian ethic of sharing, collaboration, and conservation benefited Hawai'i in the old days, the University as a system of interdependent and collaborative institutions will ensure the responsible allocation, management, and sustainable use of limited resources and the generous sharing of diverse expertise. The teaching, research, and service provided by these institutions will prepare the liberally educated and highly skilled workforce essential for the future economic success, health, and well-being of this island state as it participates in a global society. In particular, multiple portals open pathways of knowledge that will provide educational leadership in support of Native Hawaiians, their indigenous culture, and Hawai'i's unique sense of pluralism.

Working together for the betterment of all the diverse ethnic populations that are now part of this state, the University of Hawai'i system will help ensure the survival and prosperity of Hawai'i's people and these beautiful islands for generations to come.



THE SYSTEM MISSION

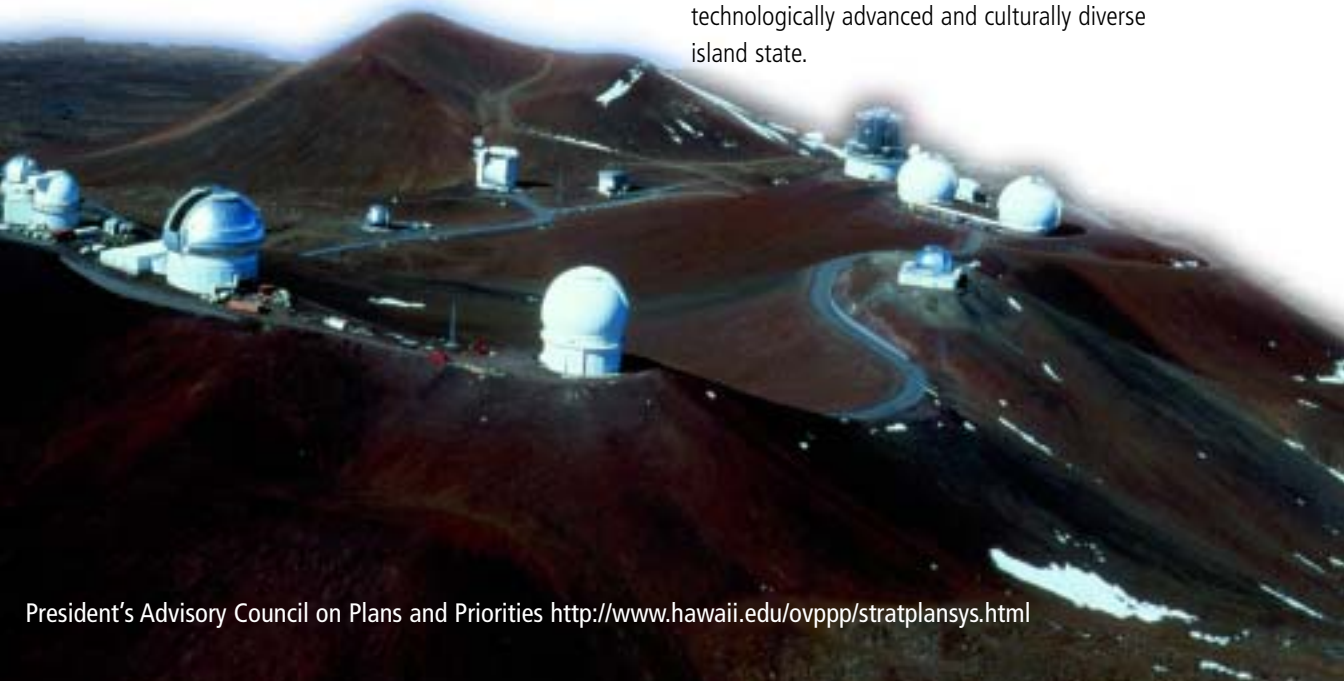


The common purpose of the University of Hawai'i system of institutions is to serve the public by creating, preserving, and transmitting knowledge in a multi-cultural environment. The University is positioned to take advantage of Hawai'i's **unique** location, physical and biological environment, and rich cultural setting. At all levels in the academy, students and teachers engage in the mastery and discovery of knowledge to advance the values and goals of a democratic society and ensure the survival of present and future generations with improvement in the quality of life.

Functioning as a system, the purposes of the University of Hawai'i are to:

- » **Provide** all qualified people in Hawai'i with equal opportunity for high quality college and university education and training.
- » **Provide** a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals.
- » **Advance** missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while fostering a cohesive response to state needs and participation in the global community.

As the only public higher education institution in Hawai'i, the UH system bears a special responsibility to prepare a highly educated citizenry. In addition, the system supports the creation of quality jobs and the preparation of an educated workforce to fill them. Building on a strong liberal arts foundation, the UH system prepares the full array of workers from technicians, physicians, and scientists to artists, teachers, and marketing specialists—who are needed in a technologically advanced and culturally diverse island state.



COMMITMENTS AND CORE VALUES

Overarching commitments reflect the core values that bind University of Hawai'i faculty, staff, and students together and contribute to realization of the University's vision and mission. These include:

» **Aloha:** Central and unique to Hawai'i's university, the Hawaiian concept of aloha embraces respect for the history, traditions, and culture of Hawai'i's indigenous people; it reflects compassion for all people and a forward-looking commitment to the well-being of these islands.

» **Collaboration and respect:** Education, training, research, and community service are enhanced by cooperative efforts and shared use of available resources in an atmosphere of mutual respect—the hallmarks of a collegial environment.

» **Academic freedom and intellectual**

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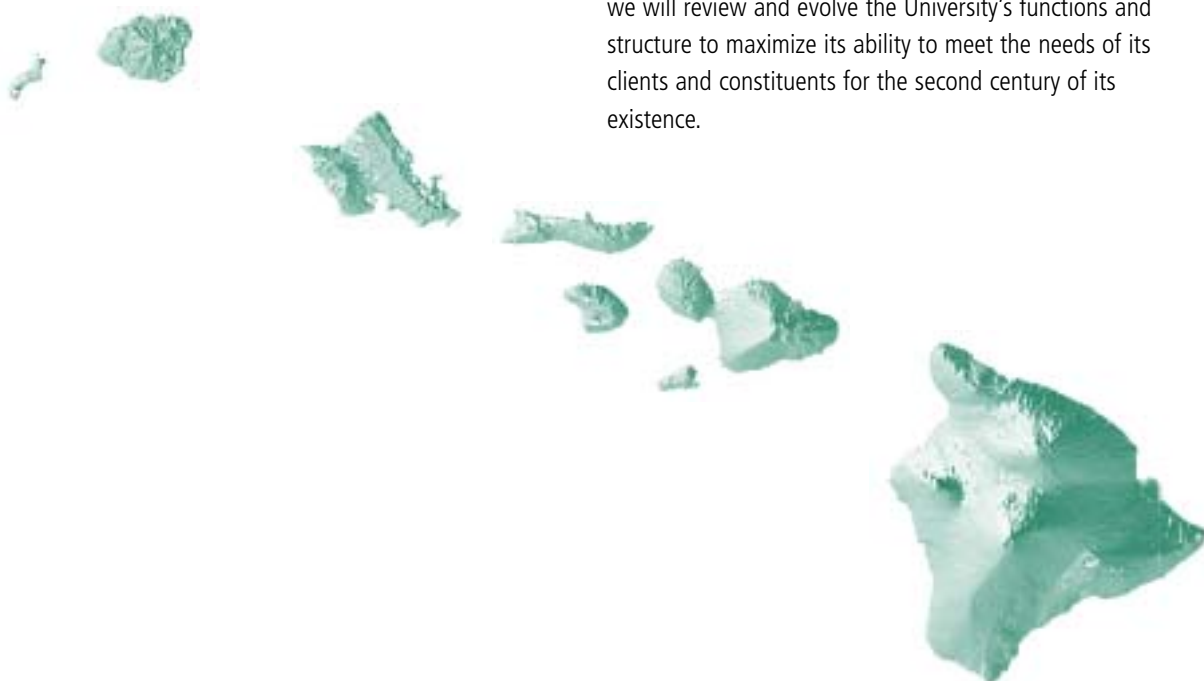




In 1907, the University of Hawai'i was established on the model of the American system of land-grant universities created initially by the Morrill Act of 1862. In the 1960s and 1970s, the University was developed into a system of **accessible** and **affordable** campuses. These institutions currently include:

- » **A research university at Mānoa**, offering a comprehensive array of undergraduate, graduate, and professional degrees through the doctoral level, including law and medicine.
- » **A comprehensive, primarily baccalaureate institution at Hilo**, offering professional programs based on a liberal arts foundation and selected graduate degrees.
- » **An upper division institution at West O'ahu**, offering liberal arts and selected professional studies.
- » **A system of seven open-door community colleges** spread across the islands of Kaua'i, O'ahu, Maui, and Hawai'i, offering quality liberal arts and workforce programs.

This configuration of campuses evolved to meet the educational needs of Hawai'i's communities.



The Contemporary Opportunity

With the rise of electronic communication and advanced transportation technologies, as well as the political, economic, cultural, and environmental forces of global change unleashed by them, Hawai'i and its constituent islands are no longer the isolated and remote units they once were. Today, they are being knit into a single network, a global as well as a local ahupua'a.

Both nationally and internationally, we observe transformative forces at work that require institutions of higher learning to reinvent themselves in order to face the resulting challenges. We view these challenges as opportunities for the University of Hawai'i system to define its distinctive attributes and move boldly into the twenty-first century.

Over the next eight years, members of the University of Hawai'i community will participate in **transforming** the University from a system defined primarily by the strengths and limitations of place and time into a globally and locally oriented ahupua'a. With sensitivity to the mission, identity, and diversity of present campuses, we will review and evolve the University's functions and structure to maximize its ability to meet the needs of its clients and constituents for the second century of its existence.

This process will be responsive to our obligations as a public university to meet compelling state needs in cost-effective ways. Increasingly, these needs demand a comprehensive, diverse, entrepreneurial, and seamless University system that provides opportunities for life-long learning, the development of human capital, and community building.

This will be accomplished by working within the following principles:

- » We will be a system of units that students can enter, leave, and reenter as their lives evolve and change. **Access to the system provides options based on student preparation and choice.** Student advancement within campuses and student flow across campuses are dependent on assessed achievement of student educational objectives. Unreasonable barriers to transfer are removed.

- » **The design and delivery of curricula, programs, and services are decentralized and matched to student needs and faculty instructional and research expertise.** To ensure responsiveness to changing community needs, program development takes place within a coordinated approach to resource acquisition, allocation, and administrative leadership and support.

- » **Faculty and staff are recruited, prepared, and rewarded for performance** linked to the development and delivery of programs and services that advance the purposes of the system. Performance reviews ensure excellent teaching and faculty assignments that align responsibilities with skills.

- » **Policies and procedures are compatible** with the diverse needs of students and clients.

- » **Enterprise partnerships within the system** provide innovative responses to emergent needs that span the state.

» **Marketing and branding strategies**

advance unique college identities while communicating the benefits of an integrated system.

» **Telecommunications and information technologies**

enable UH to provide high-quality education, training, and services at any time and anywhere in Hawai'i and beyond.

- » The changing needs inside and beyond Hawai'i will increasingly involve **collaborative research** that draws upon faculty expertise from throughout the UH system, community experts, and others anywhere in the world.

- » Extension and outreach programs benefit from **university-wide collaboration and partnerships** with government and other external organizations.

Working through the representational structure of the President's Advisory Council on Plans and Priorities and its links to governance structures, we will develop a process for deciding the locus of functionality throughout the University of Hawai'i system. This process will encourage collaboration; it will be fair, maintaining high quality while leveraging existing aggregations of expertise, facilities, and human resources. The process will emphasize the importance of bottom-up proposals for change, efficiency, effectiveness, and excellence. As a university community, we will encourage and reward innovation and entrepreneurial proposals that move the system toward higher levels of functional integration while enhancing the quality of our programs.



PLANNING IMPERATIVES



In keeping with its land-, sea-, and space-grant mission, the University of Hawai'i system strives to be responsive to state needs by creating an educational and research environment that attracts the state, federal, and private funds needed to serve the broadest segments of Hawai'i's community. It embraces the reality that **the quality of life and improvement in the social, economic, and environmental well-being of current and future Hawai'i generations are critically dependent on the education, training, research, and service provided by the University of Hawai'i system.**

Higher education operates in an increasingly competitive marketplace. Success in this environment requires **"branding"** the unique and special strengths of the University of Hawai'i system and successfully communicating this brand throughout its universe. This reality **is essential to the vision of a University of Hawai'i system that is respected in Hawai'i and recognized for unique excellence throughout the world.**

The strategic planning goals, objectives, and action strategies that follow are derived from the fundamental assumption that **access to public higher education is critical to the future economic health of Hawai'i and public financial support is essential to keeping it affordable.**



ENTERING A SECOND CENTURY SYSTEM GOALS

Within this context, the attention and resources of the University system must be focused on achieving key strategic goals over the next five to eight years. The success of this endeavor will depend upon nurturing a supportive and open institutional climate to facilitate innovation and cooperation. Each site within the University will develop more detailed implementation plans to accomplish the following goals:

- ▶▶ **Educational Effectiveness and Student Success**
- ▶▶ **A Learning, Research, and Service Network**
- ▶▶ **A Model Local, Regional, and Global University**
- ▶▶ **Investment in Faculty, Staff, Students, and Their Environment**
- ▶▶ **Resources and Stewardship**



GOAL 1:

Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hallmarks of effective learning and student success.

Objective 1:

To achieve a shared institutional culture that makes student learning and success the responsibility of all.

Action Strategies

- » Design and implement an effective enrollment management plan to improve the entry, retention, and success of diverse student populations, especially Native Hawaiians and underrepresented ethnic groups.

Ensure that students experience a transforming education by:

- ▶ Providing access to a fully articulated, integrated, and comprehensive liberal arts foundation.
 - ▶ Engaging students in active learning.
 - ▶ Nurturing the educated person and helping students to rise above prejudice and parochialism.
 - ▶ Using technology to support learning.
 - ▶ Enhancing the quality and efficiency of student service functions.
 - ▶ Assessing student outcomes, conducting research on curriculum and pedagogy, and using results to improve student learning.
 - ▶ Addressing the need for remedial and developmental programs.
 - ▶ Facilitating the faculty role as coach, mentor, and tutor.
- » Enhance the involvement of undergraduate students in the creation and transfer of knowledge through:
 - ▶ Research-intensive courses.
 - ▶ Student research opportunities and related employment.
 - ▶ Joint faculty-student publications.
 - ▶ Service learning opportunities.
 - » Enhance the student experience by implementing:
 - ▶ Student leadership training.
 - ▶ Community service opportunities and career networks.
 - ▶ A state-of-the-art student information system that supports a positive relationship with students from recruitment to alumni status.
 - ▶ Learning communities that connect students to one another.



Objective 2:

To achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

Action Strategies

- ▶▶ Improve the structure of decision-making, promote core values, and build quality conversations among different parts of the system.
- ▶▶ Develop processes that enable students, faculty, and administrators to evaluate faculty teaching effectiveness and encourage faculty to improve their pedagogies and curricula throughout their careers; carry out complementary processes to assess administrative effectiveness.
- ▶▶ Continue to give admission preference to qualified residents, increase and support the participation of underrepresented populations throughout the system, and actively recruit non-resident students.
- ▶▶ Continue active recruitment of underrepresented faculty and staff and support for spousal hire, domestic partnerships, mentoring, and related programs.
- ▶▶ Recruit and support academic achievers by providing financial support and opportunities to participate in honors programs and societies throughout the system.

GOAL 2:

A Learning, Research, and Service Network

Engage diverse elements of the UH system in intellectual capital formation that enables Hawai'i to flourish.

Objective 1:

To excel in basic and applied research for the discovery and dissemination of new knowledge.

Action Strategies

- ▶ Assume leadership in knowledge creation by building on existing research strengths, addressing critical gaps, and capitalizing on Hawai'i's natural advantages.
- ▶ Promote research through collaboration across disciplines, among campuses, and with international colleagues.
- ▶ Provide administrative leadership, support, and infrastructure to facilitate research and training across the system.
- ▶ Strengthen library resources and enhance the system-wide digital library service with additional electronic system-wide databases.

Objective 2:

To support Hawai'i's economy, workforce development, and improved access and flow of education in Hawai'i from preschool through a lifetime of learning by building partnerships within the University and with other public and private educational, governmental, and business institutions.

Action Strategies

- ▶ Foster and maintain a working partnership that focuses on public education (P-20), teacher education, Hawaiian language and culture education, student preparation, and lifelong learning, beginning with a State Department of Education/University of Hawai'i summit.
- ▶ Expand the UH research enterprise, including appropriate commercialization, provide more technology employment, and facilitate technology education.
- ▶ Expand training and workforce development programs in coordination with state and industry economic initiatives.
- ▶ Emphasize liberal arts education as the foundation for an educated community and competent workforce.
- ▶ Recognize and support the application of UH research and scholarship in service to Hawai'i, the nation, and the world.
- ▶ Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies across all campuses; maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner.



- ▶▶ Maintain affordable access for Hawai'i's residents to the University of Hawai'i system, taking into account tuition at competitive institutions; seek a consensus with public policy leaders that results in state-supported financial assistance for needy students; provide incentives for enrollment in programs that address high demand community needs.
- ▶▶ Cooperate, as appropriate, with other higher education institutions in Hawai'i to provide high quality educational services to the state.
- ▶▶ Develop standards and criteria for awarding credit for learning outside of formal school organizations.

Objective 3:

To provide access for students, faculty, and staff to a first-class information technology infrastructure, support, and services that sustain and enhance University instruction, research, and administrative services within the University, throughout Hawai'i, and beyond.

Action Strategies

- ▶▶ Maintain and continually fund basic technology infrastructure, training, and support that improve the efficiency and effectiveness of the entire University community.
- ▶▶ Mainstream institutional response to distance learning and ensure that all professional development and support for technology-enhanced teaching, learning, and student services are integrated to benefit campus-based instruction as well as distance learning.
- ▶▶ Coordinate and facilitate high quality distance learning through a system-wide distance learning council made up of representatives and leaders from the constituencies that provide instruction and support; use grass-roots task forces to leverage the expertise and experience within the system.
- ▶▶ Engage, develop, and support the University's entire faculty and staff to create a pervasive, technology-rich instructional environment that serves on-campus and off-campus learners through intercampus sharing of experiences, application showcases, and collaborative development activities that demonstrate how technology can improve student-learning outcomes across the curriculum.

GOAL 3:

A Model Local, Regional, and Global University

Transform the international profile of the University of Hawai'i system as a distinguished resource in Hawaiian and Asian-Pacific affairs, positioning it as one of the world's foremost multicultural centers for global and indigenous studies.

Objective 1:

To establish the University of Hawai'i and the state of Hawai'i as the research, service, and training hub of Oceania, with bridges to the Asia-Pacific region, the Americas, and the rest of the world.

Action Strategies

- » Identify and capitalize on strategic international markets for profit-generating programs (short-term training, distance learning, and technical assistance) based on existing partnerships and UH program strengths and capacity.
- » Encourage interaction between international students and students from local ethnic groups. Continue support for the study of diverse cultures and languages to support Hawai'i students who wish to explore their cultural roots.
- » Expand on- and off-campus intercultural and education abroad opportunities for students; facilitate worldwide networking and intercultural exchanges involving faculty, visiting scholars, administrative staff, and students.
- » Develop administrative and financial support for international education, integrating teaching and research with international programs and partnerships.
- » Play an active leadership and participatory role in Oceania/Asia/Pacific-focused organizations.
- » Increase and celebrate relationships with the East-West Center and strengthen mutually beneficial affiliations with highly regarded institutions, businesses, and entrepreneurs in the Asia-Pacific region.



Objective 2:

To strengthen the crucial role that the University of Hawai'i system performs for the indigenous people and general population of Hawai'i by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies

- ▶▶ Serve as a resource and facilitate the discourse for an equitable and peaceful reconciliation process between the United States government and the Hawaiian people.
- ▶▶ Provide positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians; solicit consultation from Pūko'a, the system-wide council of Native Hawaiian faculty, staff, and students.
- ▶▶ Increase representation of Native Hawaiians in all facets of the University of Hawai'i relative to the University's efforts on affirmative action and equal employment opportunities in its educational mission and as an employer.
- ▶▶ Support full participation of Native Hawaiians in all matters of the University; such initiatives or programs may or may not be conducted exclusively for Hawaiians.
- ▶▶ Promote the use of the Hawaiian language within the University system, as appropriate and consistent with the Hawai'i State Constitution.
- ▶▶ Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history within the University of Hawai'i system, as consistent with the Hawai'i State Constitution.
- ▶▶ Encourage Native Hawaiians to practice their language, culture, and traditions throughout the University system and provide Hawaiian environments and facilities for such activities.
- ▶▶ Employ outreach to address the needs of Native Hawaiians, the state of Hawai'i, and the world at large in the areas of Hawaiian language, culture, and history.

GOAL 4:

Investment in Faculty, Staff, Students, and Their Environment

Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

Objective 1:

To create a University culture of excellence by recruiting, rewarding, and empowering top-performing faculty and staff and to foster a spirit of joint enterprise and appreciation for all University employees, including graduate assistants and student employees.

Action Strategies

- » Establish competitive and equitable faculty workloads that encompass teaching, research, scholarship, and service to the University and community at large.
- » Improve employment and retirement benefits and raise faculty and staff salaries to competitive levels; ensure fair treatment of part-time employees.
- » Ensure that the University's teaching, research, and service enterprises are supported by adequate levels of high quality support staff and resources.
- » Support faculty and staff excellence by facilitating professional and career development opportunities.
- » Create cross-campus teams, including students, to define excellence and enhance communication in the domain of faculty and staff performance.
- » Resolve issues that create barriers to faculty participation in distance and technology-enhanced learning, including intellectual property, workload, financial incentives for participation in entrepreneurial programs, and recognition in tenure and promotion processes.
- » Facilitate faculty, staff, and student participation in collegial governance, including planning, assessment, and communication needs.
- » Promote wellness of faculty, staff, and students through education, health and counseling services, and policy guidance.

Objective 2:

To create positive, healthful, resource efficient, and sustainable physical environments on the campuses of the University that enhance the psychological well-being of the students, employees, and community members.

Action Strategies

- ▶▶ Partner with the communities surrounding UH campuses to extend campus life into those communities in ways that add vitality to both campus and community.
- ▶▶ Maintain and improve campus structures and landscaping to ensure the safety of people who use them and to provide an attractive and nurturing learning and working environment.
- ▶▶ Pursue the timely progress of facilities development and establish capital improvement priorities in accordance with the academic priorities of the University system.
- ▶▶ Ensure that new construction and renovation projects maximize environmental and economic sustainability principles with attention to the health and well-being of occupants.

GOAL 5:

Resources and Stewardship

Acquire, allocate, and manage the resources needed to achieve success and exercise exemplary stewardship over University assets.

Objective 1:

To build an effective constituency that converts community support for the University of Hawai'i into public and private revenue streams that support achievement of strategic plan goals.

Action Strategies

- » Develop and fund a competitive and fiscally sound enrollment management and marketing plan.
- » Develop a transparent policy on the appropriate allocation of financial responsibilities among students, taxpayers (legislative appropriations), the UH Foundation, and extramural sources.
- » Reallocate resources as needed to ensure support for those programs deemed critical to the goals of this plan.
- » Fund a first-rate information technology infrastructure.
- » Develop a coherent pricing and funding model for distance learning and allocate funds based on the shared priorities of the system.
- » Develop and implement campus sustainability plans that will lead to the careful stewardship of natural and man-made resources, the saving of revenue, and the enhancement of the campus experience; serve as a model for the state.
- » Pursue aggressive fundraising in support of University priorities.



Objective 2:

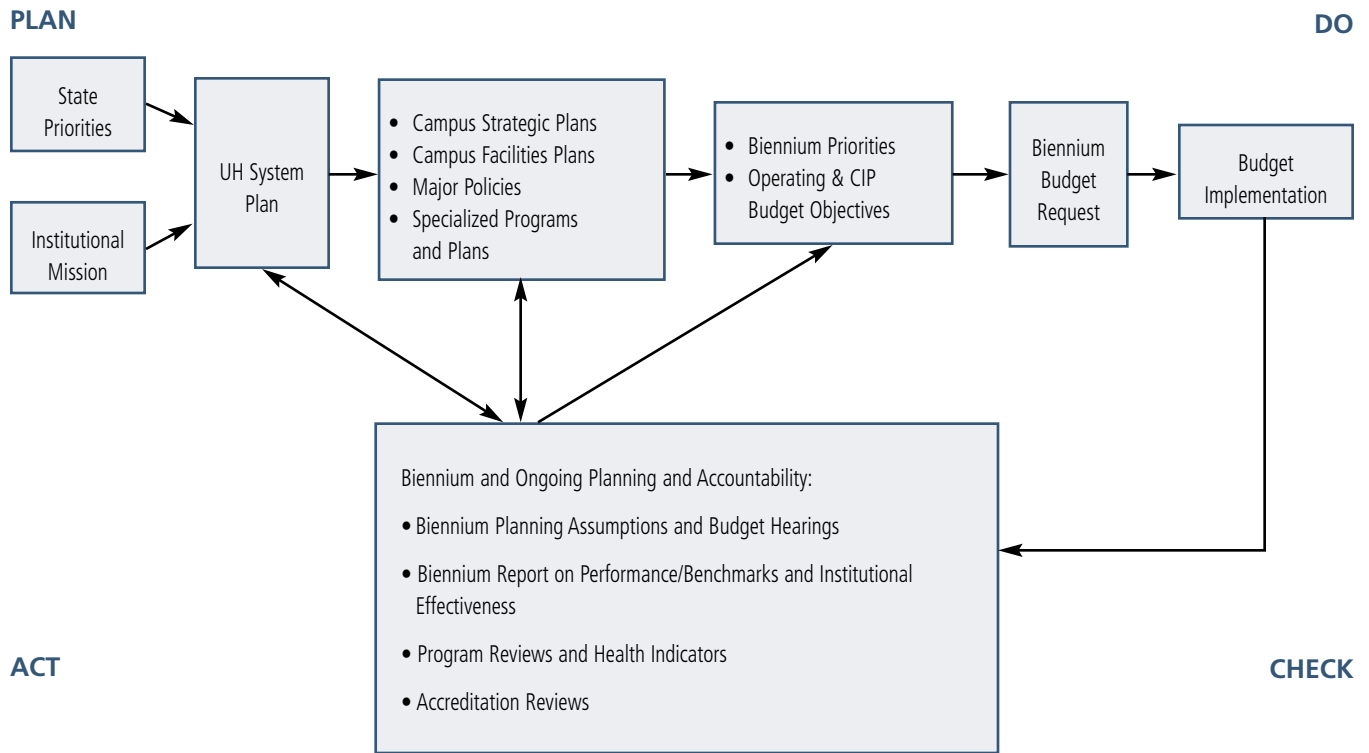
To allocate and manage resources to achieve continuing improvement in organization, people, and processes and to secure competitive advantage.

Action Strategies

- ▶▶ Develop policy guidelines that ensure the implementation of assigned academic program responsibility among academic units consistent with recognized functional responsibility and community need.
- ▶▶ Conduct a comprehensive review and redesign of administrative and student support processes; leverage information technology and best practices to improve efficiency and effectiveness, utilizing resource standards as appropriate.
- ▶▶ Encourage risk taking, reward innovation, and invest in change to reduce costs and paperwork and generate revenue.
- ▶▶ Examine and redefine the University of Hawai'i system brand.
- ▶▶ Develop, fund, and execute a comprehensive, integrated marketing communications campaign for the UH system in the state of Hawai'i and an appropriate marketing plan for areas outside of the state.
- ▶▶ Improve support for the marketing efforts undertaken by individual UH system campuses and programs, including both financial and human resource considerations.
- ▶▶ Develop a culture of evidence for monitoring and improving University functions and providing public accountability.

APPENDIX A

UNIVERSITY OF HAWAI'I SYSTEM PLANNING



GLOSSARY OF TERMS

Academic Year: The higher education calendar for classes and other activities, consisting typically of two semesters or three quarters followed by summer term(s). University of Hawai'i campuses operate on a semester calendar and the academic year begins with fall semester.

Accreditation: A voluntary process that involves institutional and/or professional associations that encourage high standards of education. Accreditation indicates the judgment by the reviewing body that, consistent with established standards, an institution/program offers its students the educational opportunities implied in its objectives at a satisfactory level and is likely to continue to do so. Recognized accrediting bodies are listed by the U. S. Secretary of Education and used as part of the processes for determining institutional eligibility for certain federal funds. All campuses of the University of Hawai'i system are accredited by the Western Association of Schools and Colleges. Numerous professional programs offered by UH campuses are also separately accredited by their appropriate professional accrediting body.

Act 161: Legislation passed by the 1995 Hawai'i State Legislature provides the University with the means to generate and retain income to finance its programs. The measure provides for the retention of tuition revenue by the University and a base level of General Fund support; requires the adoption of benchmarks tied to University goals; and gives the Board of Regents greater authority over tuition waivers.

Benchmarks and Performance Indicators: Benchmarks generally denote a standard or reference point against which a comparison can be made. Performance indicators demonstrate levels of performance or achievement at a point in time, over time, and/or relative to a standard or reference point. Benchmarking refers to a systematic process for measuring and comparing the work processes of one organization to those of another; it involves establishing external points of reference or standards for evaluating internal activities, practices, and processes.

Carnegie Classification: The Carnegie Classification of Higher Education was developed in 1971 and, over the years, it has gained credibility and served as a guide for scholars and researchers. In general, this classification clusters institutions with comparable programs and purposes; there are institutions of distinction in every category of the Carnegie Classification. The following category definitions are from the 2000 edition of The Carnegie Classification of Institutions of Higher Education. The 2000 edition classifies institutions based on their degree-granting activities from 1995–96 through 1997–98.

Doctoral/Research Universities—Extensive: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines. UH Mānoa is a Doctoral/Research University—Extensive.

Baccalaureate Colleges—Liberal Arts: These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They award at least half of their baccalaureate degrees in liberal arts fields. UH Hilo and UH-West O’ahu are Baccalaureate Colleges—Liberal Arts.

Associate’s Colleges: These institutions offer associate’s degree and certificate programs but, with few exceptions, award no baccalaureate degrees. This group includes community, junior, and technical colleges. Bachelor’s degrees represent less than 10 percent of all undergraduate awards for Associate’s Colleges. All seven UH Community Colleges are classified as Associate’s Colleges.

Constitutional Autonomy: An amendment to article X, section 6 of the state constitution was ratified by the electorate on November 7, 2000 to provide the Board of Regents with: “... exclusive jurisdiction over the internal structure, management, and operation of the university.” This amendment empowers the Board of Regents to formulate policy and exercise control over the University without prior approval or further authorization from the Legislature.

Enrollment: The total number of students registered at a given time in each semester. Headcount enrollment counts the number of individuals enrolled. Full-time equivalent enrollment (FTE) is calculated on the basis of the number of enrolled credits; the usual standard for one FTE is 15 undergraduate or 12 graduate credits per semester.

Extension: That aspect of the University’s service mission derived from the institution’s land-grant status. The term is usually associated with the cooperative extension agents, services, and programs provided in support of agriculture and human resources and with instruction provided through continuing education and outreach. The increased use of technology involves related terms such as distance education (student and teacher are separated by a distance) and telecommunicated learning (learning assisted by telecommunications technology).

Fiscal Year: A yearly accounting period; for Hawai’i state government, the fiscal year begins on July 1 and ends on the following June 30 and is designated by the calendar year in which it ends.

K–12: Levels of education that span kindergarten, elementary, and secondary education.

Land-Grant: A land-grant college or university is a public institution that has been designated to receive the benefits of the Morrill Acts and amendments thereto, usually federal lands and annual appropriations. The original mission was to teach agriculture, military tactics, the mechanical arts, and classical studies so that members of the working class could obtain a liberal, practical education. The agricultural experiment station and cooperative extension service programs are associated with land-grant institutions.

Long-Range Development Plans: Plans that specify the detailed physical requirements and capital improvement projects needed to accommodate program development at each University of Hawai’i campus or major site.

Morrill Acts: Federal legislation that initially provided grants in the form of federal lands to each state for the establishment of a public institution to fulfill the act's provisions. A later Morrill Act appropriated money for these purposes.

Remedial Education: Instruction for a student lacking those reading, writing, or math skills necessary to perform college-level work at the level required by the attended institution.

Sea-Grant: The National Sea Grant College Program is a public and private partnership that combines research, education, and technology transfer for public service. This national network of universities meets changing environmental and economic needs of people, industry, and government in coastal, ocean, and Great Lakes states. Housed in the Department of Commerce's National Oceanic and Atmospheric Administration, Sea Grant comprises 30 core colleges and institutions which encompass a network of over 200 participating universities and marine organizations throughout the nation.

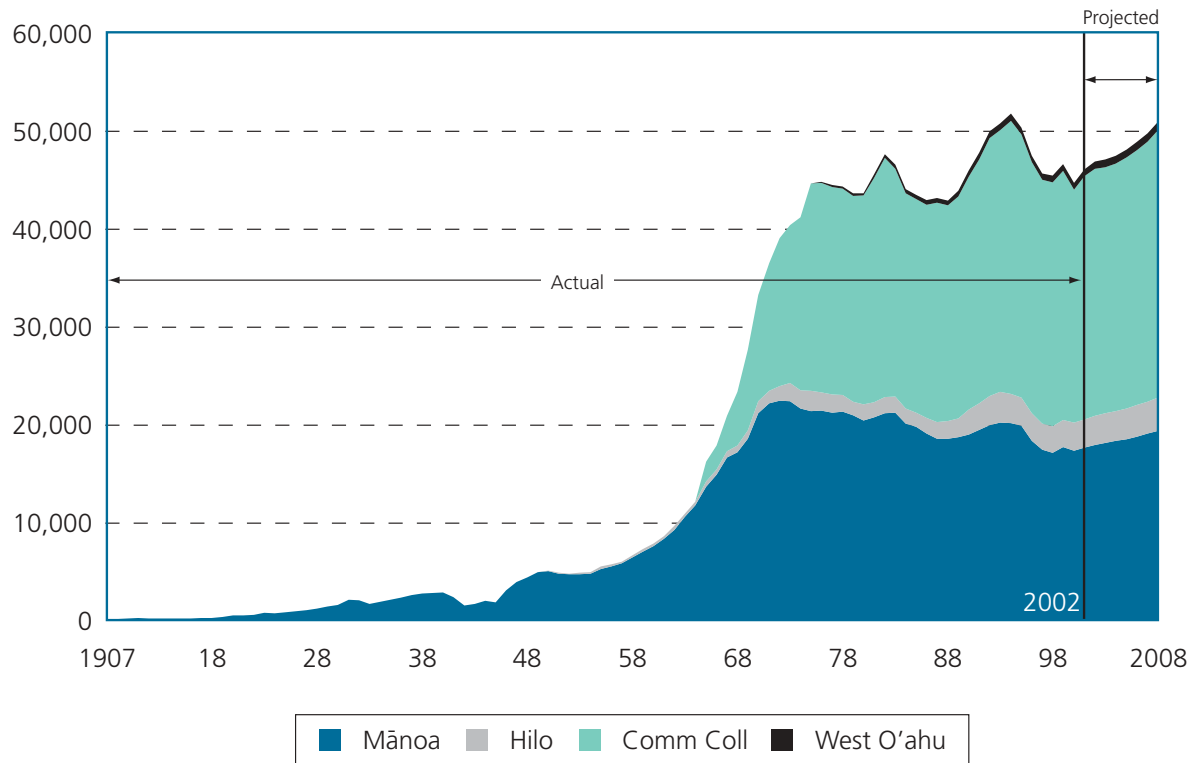
Space-Grant: The NASA National Space Grant College and Fellowship Program began in 1989; it is modeled after Land Grant and Sea Grant University programs and operates across the spectrum of teaching, research, and public service. Consortia operate in all states, the District of Columbia, and Puerto Rico; the Space Grant network includes more than 700 academic, industry, and government affiliates. Consortia may vary, but each program awards undergraduate and graduate fellowships, conducts K–12 educational initiatives, provides research incentives for faculty and students, and communicates the benefits of science and technology to the public.

University Centers: University of Hawai'i Centers are sites at which qualified students who are unable to travel to the UH campus offering their program of choice can enroll in courses or credential programs that are offered by one or more of the University's accredited institutions. University of Hawai'i Centers have been established on Kaua'i and Maui and in West Hawai'i.

University of Hawai'i Foundation: A not-for-profit corporation organized for the purposes of fund raising and promoting educational and charitable activity for the benefit of the University of Hawai'i.

APPENDIX C

HISTORICAL AND PROJECTED ENROLLMENT UNIVERSITY OF HAWAI'I FALL SEMESTERS



Note: Areas sum to show UH system total.

Enrollment in the University of Hawai'i grew slowly but steadily from the founding of the UH Mānoa campus in 1907 through 1940. After a brief downturn during World War II, enrollment began to increase rapidly. From the mid-1950s to the mid-1970s, enrollment boomed, with the UH system expanding to ten campuses by 1976. After a period of mild decline during the late 1970s and 1980s, enrollment surged upward again in the early 1990s. Current enrollment projections call for moderate growth through the year 2008. These estimates are independent of the impact of tuition increases and program changes and are consistent with projected growth in the Hawai'i college age population and in the number of high school graduates.

SOURCE: University of Hawai'i, Institutional Research Office, June 2002.

HISTORICAL AND PROJECTED ENROLLMENT UNIVERSITY OF HAWAII, BY CAMPUS FALL SEMESTERS

Fall Term	UH 1/ System	UH 2/ Mānoa	UH Hilo	UH West O'ahu	UH Community Colleges							
					Subtotal	Hawai'i	Honolulu	Kapi'olani	Kaua'i	Leeward	Maui	Windward
1907	5	5										
1910	112	112										
1915	105	105										
1920	397	397										
1925	738	738										
1930	1,488	1,488										
1935	2,003	2,003										
1940	2,746	2,746										
1945	1,760	1,760										
1950	5,012	4,926	86									
1955	5,408	5,180	228									
1960	7,771	7,511	260									
1965	16,107	13,587	510		2,010		702	890	175		243	
1970	33,127	21,090	1,184		10,853	557	1,937	2,205	627	4,469	1,058	
1975	44,526	21,260	2,087		21,179	1,915	4,017	4,368	1,238	6,900	1,588	1,153
1980	43,542	20,319	1,637	247	21,339	1,867	4,509	4,978	1,082	5,575	1,886	1,442
1981	45,425	20,629	1,576	369	22,851	1,902	5,211	5,089	1,201	6,032	1,927	1,489
1982	47,527	21,065	1,663	410	24,389	2,089	5,331	5,560	1,272	6,261	2,308	1,568
1983	46,468	21,112	1,635	433	23,288	1,978	5,131	5,284	1,190	6,060	2,183	1,462
1984	43,970	20,023	1,508	435	22,004	1,729	4,554	5,281	1,176	5,785	2,113	1,366
1985	43,369	19,666	1,453	443	21,807	1,747	4,539	5,058	1,177	5,667	2,076	1,543
1986	42,837	18,977	1,604	480	21,776	1,696	4,275	5,226	1,248	5,703	1,984	1,644
1987	43,054	18,448	1,718	482	22,406	1,835	4,527	5,505	1,183	5,748	1,958	1,650
1988	42,767	18,477	1,773	492	22,025	1,861	4,303	5,599	1,239	5,445	2,020	1,558
1989	43,785	18,622	1,935	601	22,627	2,038	4,199	5,741	1,313	5,652	2,078	1,606
1990	45,870	18,874	2,564	652	23,780	1,896	4,383	6,292	1,424	5,812	2,346	1,627
1991	47,668	19,383	2,681	667	24,937	1,857	4,466	6,550	1,507	6,351	2,590	1,616
1992	49,851	19,865	2,966	692	26,328	2,207	4,774	7,132	1,580	6,135	2,713	1,787
1993	50,647	20,090	3,174	676	26,707	2,415	4,741	7,375	1,464	6,473	2,597	1,642
1994	51,677	20,041	2,987	744	27,905	2,815	4,824	7,648	1,518	6,507	2,826	1,767
1995	50,242	19,801	2,872	716	26,853	2,811	4,445	7,329	1,461	6,368	2,765	1,674
1996	47,379	18,252	2,800	648	25,679	2,463	4,090	7,373	1,367	6,014	2,854	1,518
1997	45,551	17,365	2,639	648	24,899	2,221	3,970	7,189	1,283	5,936	2,787	1,513
1998	45,337	17,013	2,730	685	24,909	2,308	4,124	7,236	1,136	5,765	2,849	1,491
1999	46,479	17,612	2,790	687	25,390	2,279	4,769	7,254	1,142	5,570	2,862	1,514
2000	44,579	17,263	2,874	665	23,777	2,090	4,487	6,760	1,052	5,259	2,678	1,451
2001	45,994	17,532	2,913	740	24,809	2,075	4,653	7,081	1,185	5,562	2,699	1,554
2002	46,773	17,828	2,996	760	25,189	2,063	4,746	7,173	1,202	5,687	2,723	1,595
2003	46,971	18,038	3,025	788	25,120	2,060	4,719	7,137	1,198	5,652	2,750	1,604
2004	47,353	18,223	3,072	806	25,252	2,057	4,723	7,195	1,229	5,637	2,798	1,613
2005	48,012	18,433	3,135	821	25,623	2,068	4,766	7,292	1,249	5,722	2,897	1,629
2006	48,773	18,701	3,205	836	26,031	2,095	4,811	7,434	1,290	5,778	2,957	1,666
2007	49,642	18,975	3,287	851	26,529	2,138	4,872	7,587	1,307	5,878	3,061	1,686
2008	50,826	19,267	3,387	866	27,306	2,238	4,968	7,794	1,336	6,020	3,212	1,738

1/ Campuses first reported enrollments in the following years: UH Mānoa: 1907; UH Hilo: 1950; Honolulu CC, Kapi'olani CC, Kaua'i CC, and Maui CC: 1965; Leeward CC: 1968; Hawai'i CC: 1970; Windward CC: 1972; UH-West O'ahu: 1976.

2/ Enrollments for 1940 and earlier are unduplicated annual counts, regular students only.

SOURCE: University of Hawai'i, Institutional Research Office, June 2002.

APPENDIX D

UNIVERSITY OF HAWAI'I LEARNING, EXTENSION, AND/OR RESEARCH SITES STATE OF HAWAI'I

Airport Training Center, Honolulu	Waiākea	Institute for Astronomy
Beaumont Research Center, Hilo	Mealani	Haleakalā Observatory
CTAHR extension county offices in:	Kona	Mauna Kea Observatory
Hilo	Volcano	
Kamuela	Mālama Kī	Kalākaua Marine Education Center, Hawai'i
Kona	Hāmākua	Kewalo Basin Marine Mammal Lab
Kahului	Lālāmilo	Kewalo Marine Lab
Moloka'i	Cancer Research Center of Hawai'i	Kīlauea Field lab
Nā'ālehu	College of Education and Education programs conduct instruction and research programs throughout the state in over 100 public and private K–12 schools.	Lāna'i Education Center
Kāne'ohe		Legal Assistance Program
Pearl City	Family Practice and Community Health Center	Look Laboratory
Wahiawā	Hale Kuamo'o Language Center, Hilo	Lyon Arboretum
Līhu'e	Hāna Education Center	Maui High Performance Computing Center
CTAHR experiment stations in:	Hawai'i AIDS Research Consortium	Maui Research and Technology Center
Waimānalo	Hawai'i Fuel Cell Test Facility, O'ahu	Magoon Agricultural Facility, O'ahu
Poamoho	Hawai'i Institute of Marine Biology, Coconut Island	Mānoa Innovation Center
Whitmore		Mariculture Research and Training Center
Waiale'e	Hawai'i Power System Test Facility, O'ahu	Marine Center, Snug Harbor
Kahului	Hawai'i Underwater Research Laboratory, Waimānalo	Marine Education and Training Center at Sand Island
Kula		
Moloka'i		
Wailua, Kaua'i Agricultural Research Center		
Wailua, Paddy Crop Farm		
Captain Cook		

Medical School facilities in 20 affiliated hospitals and community agencies providing education, training, and research to medical students and residents

Moloka'i Farm

Moloka'i Education Center

NifTAL project, Maui

Nursing School and Nursing programs carry out instruction/research/service activities at more than 100 sites, including hospitals, community health centers, and other community agencies.

Outreach College
Downtown Center, O'ahu

Pacific Biomedical
Research Center facilities
in:

Lāhī Hospital

Kapi'olani Women's
and Children's Hospital

Pacific and Asian Affairs
Council

Pana'ewa Agricultural
Farm Laboratory, Hawai'i

Philosophy in the Schools
at select K-12 sites

Research Corporation of
the University of Hawai'i

Rehabilitation Research
and Training Center for the
Pacific Basin

Small Animal Care Facility,
O'ahu

Technology Transfer and
Economic Development
Office

University of Hawai'i Press

Wai'anae Education
Center

Waikiki Lifelong Learning
Center

Waikiki Aquarium

Water Resources Research
Center conducts research
at sites throughout the
state.

University Center, Kaua'i

University Center, Maui

University Center, West
Hawai'i

The University of
Hawai'i system extends
educational services to
Hawai'i military bases
and via cable TV and the
Internet to schools, homes,
and workplaces.

The University of Hawai'i
system provides services at
small business centers;
conducts service learning
at more than 100
community and K-12
sites; and offers noncredit
training at hotel, business,
school, and state office
locations throughout the
state.

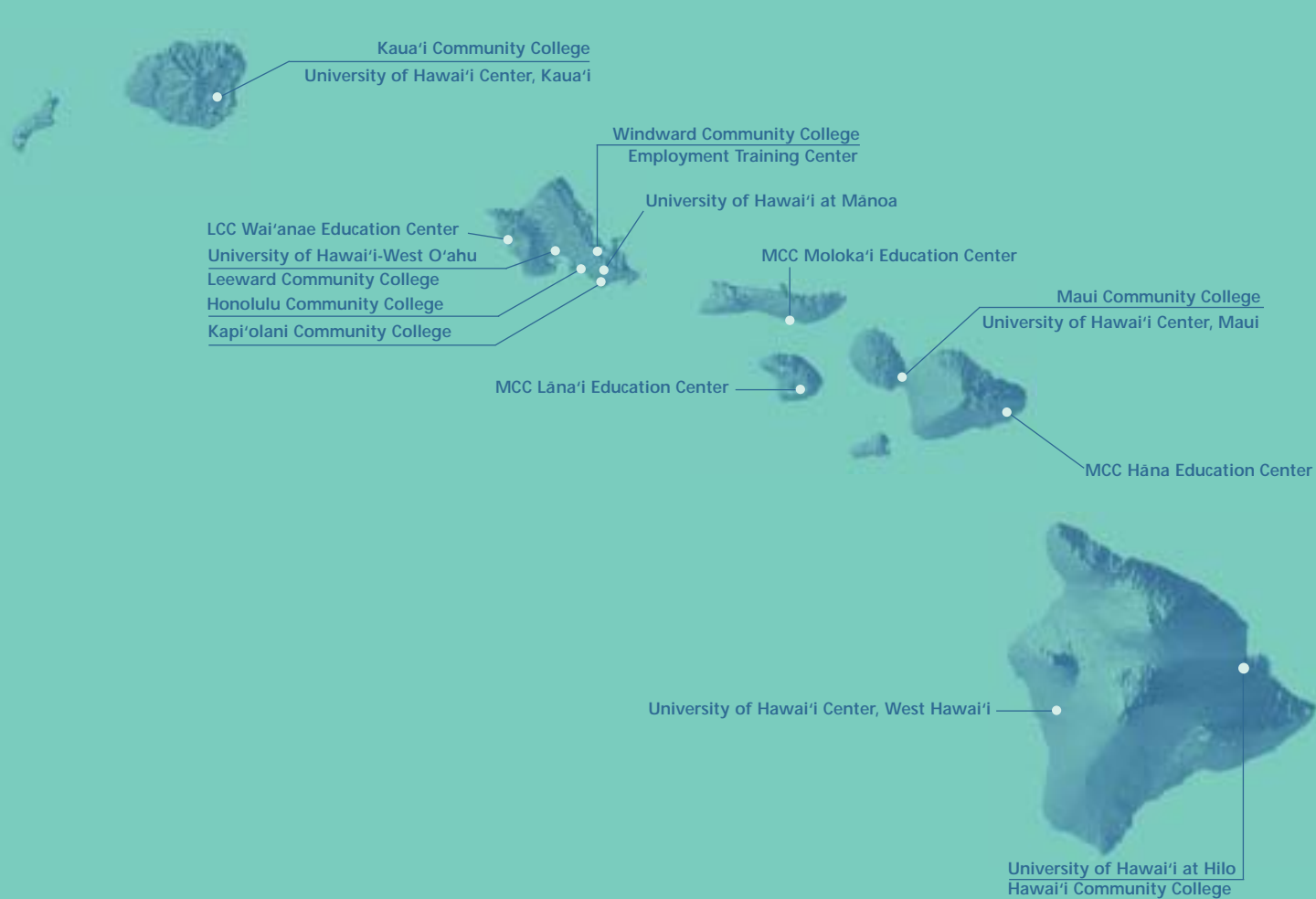
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Deane Neubauer
Chair, President's Advisory Council
on Plans and Priorities

THE UNIVERSITY OF HAWAI'I SYSTEM



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